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ABSTRACT

This is a guide to program components and models for orientation of refugees, sponsors, and service providers. Necessary orientation program components are identified and a range of existing orientation models are reviewed with reference to successful programs in the United States. The document is intended to aid in the selection of program models that will suit various communities. In addition, it serves as a guide toward strengthening existing programs, evaluating current services and developing new proposals. (Author/APM)

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REFUGEE ORIENTATION

Program Components and Models of Orientation for Refugees, Sponsors and Service Providers

WDO 21653

Indochina Refugee Action Center
February, 1981

DOCUMENT SERIES

Program Components and Models of
Resettlement Services for Refugees

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REFUGEE ORIENTATION

Program Components and Models
of Orientation for Refugees,
Sponsors and Service Providers

Developed in the
Practitioner Workshop on Orientation
Newport Beach, California
August 21-23, 1980

Ellen Erickson, Lead Consultant
and Principal Author

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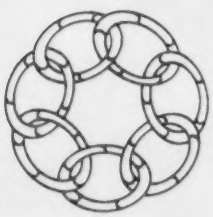

DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of the Secretary

Washington, D.C. 20201

January 29, 1981

Dear Colleagues in Refugee Resettlement:

Enclosed you will find a document on program components and models for orientation of refugees, sponsors, and service providers. The document identifies the components within a structured orientation program, and delineates a range of existing orientation program models. These models are reflective of successful orientation programs presently administered within the United States to refugees, sponsors, and service providers.

The document is meant to be of use in selecting the models of orientation which will best fit your community. In addition, it will serve as a guide towards strengthening existing orientation programs. I suggest that as you evaluate your current orientation effort, and/or develop new proposals, consideration for the inclusion of the necessary components identified in this document be made withi n your program.

This document is the first of seven work products being produced in the Practitioner Workshop Project conducted by the Indochina Refugee Action Center (IRAC). These documents are the work of local service providers who have innovative ways of meeting the needs of refugees. The Office of Refugee Resettlement wishes to thank the participants of the Refugee Orientation workshop for donating their time and energy. They have made possible a document which will be of assistance to others throughout this country who are working in refugee resettlement.

Sincerely,

Roger P. Winter

Roger P. Winter
Director
Office of Refugee Resettlement

Indochina Refugee Action Center

1025 Fifteenth Street NW, Suite 600
Washington, D.C. 20005
(202) 347-8903

February 4, 1981

Dear Friends:

The document before you is the work of 18 individuals who met at Newport Beach, California on August 21-23, 1980. These individuals, drawn from throughout the U.S., are working directly with Indochinese and other refugees. Many were refugees themselves. In their home communities they have developed innovative, effective ways of orienting refugees, refugee sponsors and service providers. All share a dedication to providing quality orientation.

The participants of the workshop donated their time and energy to this project, carried out under a grant from the Office of Refugee Resettlement of the Department of Health and Human Services. In the workshop the participants described the types of orientation they conduct and struggled with a means of describing in a succinct way, the components necessary to make orientation programs effective. Ellen Erickson, lead consultant for the workshop, brought together in a working draft the many ideas generated in the sessions. This draft was reviewed by the participants in early September, and returned to the Practitioner Workshop Project staff for final editing.

The process of holding an intensive workshop of local practitioners to develop a document to be shared with others has been an exciting experience. The Practitioner Workshop staff wishes to thank Ellen Erickson and the other participants, as well as Kay Rogers (Chief) and Kathy Do (Project Officer) of the Program Development unit, Office of Refugee Resettlement, for their hard work, dedication, and good humor during this process. We hope the product - and the six documents from the other practitioner workshops (see Appendix A) - are of use to you. We would welcome your comments on the documents and have included a short questionnaire, should you wish to respond.

Sincerely,

Roger E. Harmon

Roger Harmon, Ph.D.
Project Director
Practitioner Workshop Project

Preface

For refugees, the first few days and weeks in the United States are ones of excitement, anxiety, and often confusion. If, from the beginning appropriate information, cultural insights and experiences can be offered to the refugees as well as the sponsors and service providers assisting the refugees, a foundation of mutual trust and understanding can be established. Orientation that builds this trust and understanding is a cornerstone of effective resettlement.

For a number of years refugees arriving in the United States from Vietnam, Cambodia, and Laos have received orientation to American communities in a somewhat piecemeal and informal fashion. Correspondingly, American communities - particularly sponsors and service providers - have generally been offered only informal opportunities to increase their sensitivity to the cultural values and customs of the refugees. Despite the many gaps and inconsistencies, this informal orientation has helped thousands of refugees and Americans develop a sense of mutual appreciation and understanding. Still, there is a need for more effective orientation of refugees, sponsors and service providers. One of the ways this need is being met is through the development of structured orientation programs that augment and enhance the informal activities for refugees and Americans.

A legislative framework is now in place to encourage formal orientation. The importance of orientation is recognized in the Refugee Act of 1980, in program instructions of the Department of Health and Human Services/Office of Refugee Resettlement for use of social service funds, and by contractual agreements between the State Department and national voluntary agencies.

The purpose of this document is to set forth orientation programs for use with Indochinese (and other) refugees in the United States. The document identifies the components necessary in a structured orientation program, and delineates a range of orientation approaches used in this country. It is hoped that this information will prove useful both to service providers seeking to enhance program capacity and effectiveness, as well as to state and local contracting agencies faced with decisions as to how to best use available social service funding.

This document is the result of an intensive, three-day orientation workshop held in Orange County, California, on August 21-23, 1980. The workshop was sponsored by the Indochina Refugee Action Center under a grant from the Office of Refugee Resettlement (see Appendix A). The first in a series of seven practitioner workshops on various social service topics, the Orientation Workshop included 16 orientation practitioners from around the country representing voluntary agencies, state and county social service agencies, private non-profit community organizations, and mutual assistance associations. The two co-directors of the recently established Orientation Resource Center (ORC) also participated.

It should be emphasized, this document does not propose to explain how to operate an orientation program. Rather, it identifies both the necessary components for any orientation program, as well as a range of fundable orientation approaches. Technical assistance in developing and operating programs is available through the Orientation Resource Center (ORC).

ORC will be developing and disseminating comprehensive orientation curricula and is able to provide other forms of technical assistance through site visits and in-service workshops to local orientation programs, including needs assessments, program design, materials adaptation, and staff development. ORC can also provide indirect technical assistance through referral services, identification of consultants and locally produced printed and audio-visual materials. Through the multilingual capacity of the ORC hotline, inquiries regarding orientation can be received and answers or referrals given.

Write: Orientation Resource Center
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007

or call: (800) 424-3701 or (202) 298-9292

The orientation practitioners participating in this workshop have identified a wide variety of successful orientation strategies. It is up to others to give these ideas further substance, and to give orientation for refugees, sponsors and service providers the high priority it merits in promoting effective resettlement.

Acknowledgements

The staff of the Practitioner Workshop Project wish to thank the staff of the Catholic Immigration and Resettlement Agencies in Santa Ana, California for their invaluable assistance and gracious hospitality.

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I. INTRODUCTION

A. Definition of Orientation

ORIENTATION is defined in this report as a continuing process of providing information and cross-cultural experiences to refugees, sponsors, service providers and others in order to promote the effective resettlement of refugees.

ORIENTATION OF REFUGEES provides basic information in the refugee's native language, and cultural experiences related to his or her environment that will enable the refugee to acquire the skills needed to function effectively in the new environment.

ORIENTATION OF SPONSORS, SERVICE PROVIDERS, AND OTHERS provides information about the culture and background of the refugees, the various tasks of resettlement and the range of services available in the community, and practical ways to assist in the resettlement effort.

B. Orientation Approaches: Schematic Outline

The orientation process - whether for refugees, sponsors, or service providers - is a continuum. For the purpose of clarification, however, the process has been divided into three sequential stages (see Chart, page 3). These stages are: pre-arrival orientation, primary orientation and secondary orientation.

Orientation should begin prior to arrival in the U.S., that is, when the refugees are still in the overseas camps and transit centers (pre-arrival orientation). Orientation should continue when the refugees first arrive (primary orientation). Orientation should proceed for the weeks and months after arrival when

quite specific, or topic-intensive, information is presented (secondary orientation). This document discusses pre-arrival orientation for sponsors and service providers only (not refugees), and primary and secondary orientation programs for all three groups.

Two basic categories of orientation program content are discussed in the following pages. One is general information which is essentially introductory material covering a wide range of topics (e.g., life in the United States, Indochinese cultural values, orientation to community services, etc.). In addition, there is topic-intensive information which concentrates on a specific topic in a more structured and comprehensive fashion (e.g., vocational choices, home management, rights and responsibilities, etc.).

Lastly, orientation programs have been grouped according to whether they address orientation for refugees or orientation for sponsors and service providers. These classifications are shown in Chart I.

CHART I : SCHEMATIC OUTLINE OF ORIENTATION APPROACHES

	ORIENTATION FOR REFUGEES	ORIENTATION FOR SPONSORS AND SERVICE PROVIDERS
PRE-ARRIVAL	Orientation in the overseas camps and transit centers Topics: General orientation to the United States. (Pre-arrival orientation for refugees is not discussed in this document.)	Orientation prior to refugees' arrival in the United States Topics: Introduction to the resettlement process, including the role of sponsors and service providers; orientation to community resources; cultural awareness.
PRIMARY	Orientation beginning upon arrival in the United States Topics: General introduction to the U.S., the local community, the neighborhood, and the home.	Orientation carrying pre-arrival explanations into actual resettlement services Topics: Networking of sponsors and service providers; use and coordination of community resources; cultural awareness.
SECONDARY	Ongoing Orientation beginning within several weeks of arrival Topics: Primarily topic-intensive material, including health, vocational orientation, home management, refugee rights and responsibilities, and cultural awareness.	Orientation following refugees' initial resettlement Topics: Ongoing, topic-intensive cultural awareness.

C. Necessary Program Components

In order to develop a quality orientation program, the following factors must be considered, both individually and as they relate to one another:

1. Objectives

Objectives may range from an immediate concern with relieving arrival anxieties, to a long-term, comprehensive objective of responding to the full range of orientation needs. It is important that the precise objectives of the individual orientation program be clear, and that the program have links with other orientation efforts in the community.

2. Participants

The wide diversity of orientation participants requires that programs take into consideration the following characteristics of participants to better determine their specific needs:

a. Background of Participants

- i. ethnicity
- ii. urban or rural experience

b. Present Situation of Participants

- i. present location
- ii. length of time in the United States
- iii. familiarity with American culture
- iv. barriers to participation (e.g., lack of transportation, day care, etc.)

c. Personal Characteristics of Participants

- i. age and sex
- ii. family and marital status
- iii. education and experience
- iv. employability and/or employment

3. Timing and Intensity

In the continuum of orientation it is important to identify when a particular orientation activity should occur, and how intensive that activity should be. The following presents an outline of the orientation sequence:

a. Pre-arrival - prior to refugees' arrival in the U.S.
b. Primary - immediately after arrival of refugees
c. Secondary - several weeks after arrival of refugees
d. Ongoing - continuing long-term orientation activity

Intensity identifies the frequency and duration of orientation within a given period of time (e.g., one hour per day, three days per week).

4. Program Content and Methodology

In determining what information is to be presented and which methods are to be used, the following considerations should be addressed:

a. Material and methodology should be understandable - culturally and linguistically - by the ethnic group addressed. Individuals familiar with the culture of the participants receiving orientation should be involved in the development and selection of materials and the development of methodology.

b. Sequence and intensity of material presentation should correlate with the priority and difficulty of the content of the information.

c. Accuracy and consistency of material presented should be assessed periodically.

5. Delivery Capacity (Personnel)

An effective orientation program depends on the capacity of the organization and staff to fulfill the objectives of the program. In evaluating delivery capacity the following must be considered:

a. Availability of competent staff.
b. Bilingual and bicultural capability.
c. Administrative capability.
d. Staff and volunteer in-service training
e. Ability to coordinate program efforts with the agencies and groups.
f. Outreach capability (community relations).

6. Setting

Options in delivery setting range from private homes to large auditoriums. In addition to assessing the basic adequacy of any facility (adequate lighting, ventilation, heat etc.), the following factors should also be considered:

a. Accessibility of site and availability of transportation.
b. Appropriateness of setting to subject matter.

7. Outcome/Evaluation

Evaluation of orientation programs should be monitored through the following:

a. Response from participants, other service providers and the community (including MAA's and the refugee community).
b. Structured follow-up of participants (through surveys, questionnaires, etc.).

II. PRIMARY ORIENTATION FOR REFUGEES

Primary orientation of refugees in the United States should be offered during the first days and weeks after arrival. This initial orientation includes a variety of informal activities as well as the more structured programs described below. The content of primary orientation should include introduction to the U.S., the local community, the neighborhood, and the home. Primary Orientation Models described below include:

1. Arrival orientation
2. Single agency/sponsor approach
3. Multi-agency/coalition approach
4. In-home approach
5. Welcome center approach
6. English as a Second Language center approach

The necessary components for primary orientation programs are outlined below in Chart II (page 8). The objective of primary orientation is to provide basic introductory information on life in the United States to newly-arrived and secondary migrant refugees. This information is usually provided within the first days and weeks of the refugees' arrival in the community. There are variations in program content, methodology, personnel and setting depending, in part, on program focus and affiliation; these variations are identified in Chart II and discussed more fully below. The outcome of primary orientation should be that refugees receive accurate information about life in the United States and are better able to function in their community of resettlement.

CHART II: MODELS OF PRIMARY ORIENTATION FOR REFUGEES

	ARRIVAL	SINGLE AGENCY/ SPONSOR	MULTI-AGENCY/ COALITION	IN-HOME	WELCOME CENTER	ESL CENTER
OBJECTIVE	To ease arrival anxieties; to provide an introduction to life in the U.S.	To provide a general introduction to the U.S., and the resettlement process	To provide a comprehensive introduction to a specific community and its resources	To provide orientation to the home and surrounding neighborhood	To provide refugees with an introduction to the U.S., and a specific community while they are living in a semi-sheltered environment	To provide orientation to the community and its resources
PARTICIPANTS	Newly arrived refugees	Newly arrived, secondary migrant refugees	Newly arrived, secondary migrant refugees	Newly arrived, secondary migrant refugees	Newly arrived, secondary migrant refugees	Newly arrived refugees; homebound refugees with limited English
TIMING/ INTENSITY	Immediately upon arrival	Upon arrival, through the first two weeks	Within 30 days of arrival	Immediately upon moving into housing independent of sponsor	Upon arrival, through first 30 days	Within first few weeks; daily in conjunction with ESL
PROGRAM CONTENT	Overview of the U.S.; refugee family's first week in the U.S.	Information about U.S., community, neighborhood, and home	Information about availability of, and access to, the full range of services in the community	Basic home management instruction, and information on neighborhood resources	Orientation to the welcome center and the community of resettlement	Community attitudes and expectations; information on community services

METHODOLOGY	30 minute visual presentation; question and answer period	Individual and family instruction, home visits, audio-visual and printed materials	Group instruction and presentations, audio-visual and printed materials	Individual and family instruction and demonstrations, neighborhood tours	Individual and group instruction and demonstration; audio-visual and printed materials	Bilingual or team instruction; coordination with ESL topics
PERSONNEL	Voluntary agency staff	Sponsors, voluntary agency or MAA staff, volunteers, neighbors	Representatives from community service providers, voluntary agency staff; representatives from business and civic groups	Sponsor, voluntary agency or MAA staff, volunteers, neighbors	Welcome center staff	Bilingual instructors, team of American and Indochinese instructors; community representatives
SETTING	West Coast port-of-entry, transit center	Voluntary agency office, MAA location, home	Service agency office, auditorium, community center	In the home or neighborhood	Welcome center site	ESL classroom
OUTCOME	Refugees receive accurate, initial impression of the U.S.; relief of some arrival anxieties	Refugees should be able to function in their home and community	Refugees should be acquainted with the full range of community services available and how to use them	Refugees should be able to function in their home and community	Refugees should be prepared to enter community of resettlement	Refugees should be acquainted with community services and how to use them

A. Content for Primary Orientation

The specific content of primary orientation will vary from program to program. The three following models are meant only to be suggestive. The content and duration of primary orientation will depend on a number of factors, including the resources available and whether or not topic-intensive secondary orientation programs are available for the refugees.

/ Example 1 /

In a program given weekly in a voluntary agency office, the following topics are addressed in a one to two-hour session by American and Indochinese staff:

1. Roles and responsibilities of the sponsor and voluntary agency.
2. Employment.
3. Documentation, including immigration status, the I-94 form, alien registration number, social security number, format for writing one's name and dates.
4. Housing.
5. Types of voluntary agency and government assistance.
6. Legal matters, including change of address, loss of documents, income tax obligations, loans, insurance and steps towards citizenship, including permanent resident status and naturalization.

/Example 2/

In a West Coast city a primary orientation program is organized into five half-day sessions. The following topics are addressed:

Day 1: Voluntary agency responsibilities

Refugee rights

Consumer education, including:

- traffic safety (with on-site identification card registration with the Department of Motor Vehicles)
- telephone usage
- apartment living
- food/grocery shopping
- utilities
- banking
- transportation

Day 2: Health and mental health

Day 3: Schools

Child care

Foster homes

Social Services

Day 4: Adult education

Fish and Game Department information

Employment possibilities

Employment training programs

Day 5: Public assistance

American customs and manners

/Example 3/

A primary orientation program operated in connection with an English as a Second Language program at a community college includes the topics covered in the two examples above, plus the following:

1. Refugee expectations;
2. General emotional effects caused by change;
3. Choices in America - including ways of taking the best from the American and Southeast Asian cultures;
4. Misunderstandings which may arise between Indochinese and Americans;
5. Language learning principles;
6. Social interaction in the U.S.

The variety within these examples indicates that the content of a primary orientation program will vary according to the objectives of the program. The Orientation Resource Center (ORC) is developing a file of orientation program outlines for those seeking assistance. (See Preface for the ORC address and phone number.) In addition, the ORC is developing bilingual orientation material for use in refugee orientation. The primary orientation material being developed by ORC for refugees covers the following topics:

1. Overview of resettlement; checklist of what refugees should know immediately upon arrival.
2. Cultural overview, including ethnicity, values, emotional and mental health.
3. Health, food and nutrition.
4. Housing.
5. Transportation, communication, geography and climate.
6. Employment.

7. Social services.
8. Education.
9. Religion.
10. U.S. legal system.
11. Recreation, leisure and time.
12. Monetary system, taxes, consumer education, insurance, weights and measures.

B. Approaches To Primary Orientation

1. Arrival Orientation

Informal orientation in the U.S. actually begins at the time the refugee steps off the plane. However, in most cases the refugee arrives exhausted from days of travel. Structured attempts at orientation will not be effective until a chance for rest has been provided. In those cases where refugees may be held in transit for a period of time (for example, at a West Coast port of entry) brief orientation may be appropriate. In addition to providing the refugee the opportunity to ask questions in his or her native language, a structured presentation may be appropriate. The information provided should be general in nature with few details. Presentations need to be lively, enjoyable, and should be kept to approximately thirty minutes in length. Films, video tapes, and slide shows in the refugee's native language are recommended, with bilingual staff on hand to answer questions. Topics for these presentations might include a general overview of the United States (size, population, composition, urban and rural life styles) and a refugee family's first week in America.

In addressing general expectations rather than the specifics of the resettlement process, arrival orientation should attempt to give refugees an accurate, initial impression of the U.S. and it is hoped - relieve some of their anxieties about arriving in a new and unknown place.

Whereas the major purpose of arrival orientation is to reduce the immediate anxieties of the refugees, the various other forms of primary orientation also provide a detailed overview of the local community, the neighborhood, and the home with a focus on satisfying immediate needs, assuring safety and instructing refugees on how to make use of available support services. The orientation can be provided in a variety of settings, ranging from the home to the resettlement agency to the school.

2. Single Agency/Sponsor Approach

Since the initial responsibility of orienting refugees falls naturally to the sponsor or sponsoring agency, many primary orientation programs follow a single agency/sponsor approach. The single agencies are most frequently local affiliates of the national voluntary agencies (Volags), though they sometimes can be Indochinese mutual assistance associations (MAA's) or social service agencies. Sponsors, of course, include both American and Indochinese.

Volunteers, neighbors, voluntary agency counselors or Indochinese mutual assistance association (MAA) workers acquaint refugees with the community and neighborhood (including where to turn when assistance is needed), and provide them with specific information about the home. Presentations can take the form of individual counseling, presentations to families and large groups, and pre-packaged materials for use in more isolated areas.

3. Multi-agency/Coalition Approach

A form of orientation more comprehensive than the single agency/sponsor approach can be provided by a coalition of public and private agencies. This approach is particularly useful in communities in which refugees are being provided services by a number of agencies. In this approach, agencies such as the local health department, police and fire departments, employment service providers, voluntary agencies, and business and civic groups provide participants with specific information on the range of services and employment opportunities available. This coordinated effort helps to ensure a comprehensive, accurate and uniform introduction to a community and its resources.

Both single agency and multi-agency orientation programs should consider the use of newsletters or periodic radio broadcasts as effective supplements for both outreach and orientation services.

4. In-Home Orientation

When refugees are placed in housing independent from their sponsors, they should be provided with home management skills appropriate to American housing, as well as general orientation to the neighborhood. Basic home management instruction should include use and care of appliances, methods of cleaning, home safety and home emergencies. Information on neighborhood resources should include orientation to shopping, schools, clinics, banks, libraries, and churches, and an introduction to the neighbors, whenever possible.

Voluntary agency staff, sponsors, trained volunteers, and MAA workers should make use of a variety of presentational methods, including individual and family instructions and demonstrations, tours of the neighborhood, and use of maps. The program should begin immediately upon the refugees' move to their new home and continue on a regular basis for approximately two weeks.

One of the serious problems facing refugees is eviction because of unfamiliarity with American housekeeping skills and expectations. This concern should be addressed when refugees first move to their new residences to avoid unnecessary friction in the tenant-landlord relationship.

5. Welcome Center Orientation

The "welcome center" approach is designed to provide refugees with a structured transitional process which will keep culture shock to a minimum and provide an opportunity for rapid economic independence. For a period of approximately 30 days, refugees live at a site somewhat removed from the community in which they will eventually resettle. During this "buffer" period they receive detailed orientation to the community and its resources. Job placement, housing, transportation and other services are arranged prior to resettlement in the community. Depending on the facility, ESL and vocational training classes may be held on-site.

Managing the logistics of housing, feeding, and providing other necessary services to the refugees at the center is a complex task and can consume a good deal of time and resources. These factors should be carefully considered in planning such a program. The "welcome center" approach does present a unique opportunity in this country to offer refugees a sheltered environment in which they can develop the skills they need to function in a community before they actually resettle in that community.

6. ESL Center Orientation

The English as a Second Language (ESL) classroom is a natural setting for orientation. The fact that a great number of refugees attend such a class, and that information giving and sharing is a normal part of the ESL experience makes this a desirable location for orientation instruction. It should be emphasized that this approach does not simply assign additional orientation responsibilities to existing staff at an ESL center; rather, a formal, structured orientation program with its own staff, materials and methodology would be carried out at an ESL center. The two programs should be essentially discrete, though they could easily complement each other in terms of class scheduling and sequence of instructional topics.

In the ESL setting orientation can be provided by either a bilingual instructor or a team composed of American and Indochinese instructors. Special presentations could also be made by voluntary agency staff and other people from the community.

Topics should include community attitudes and expectations, local opportunities for vocational training and employment, and information on social security, initial health assessments, and medical assistance.

III. SECONDARY ORIENTATION FOR REFUGEES

The need for some forms of general orientation continues after refugees have been in the United States for a few weeks, but there also arises a need for more detailed information on a variety of topics. The orientation provided by means of the program outlined below is of a topic-intensive nature. The focus is on presenting a specific topic in a structured, intensive fashion, with full discussion of its cultural considerations, both positive and negative, and its relation to other resettlement issues. The models described below include the following:

1. Employment - Pre-vocational Orientation
2. Employment - Vocational Choices
3. Home Management Orientation
4. Refugee Rights and Responsibilities
5. Cultural Awareness

Other topics not included below but appropriate to the topic-intensive model are health, citizenship, driver's education, and topics relating to youth orientation. This list is by no means exhaustive.

It should be noted that several of these topic-intensive orientation models described below - health, employment, and home management, to name a few - would be relevant and useful additions to programs receiving funding under other Title XX social services categories (e.g., outreach, health-related services, manpower employment, and home management). It is possible to use any of the above models singly, to integrate them into a related social service program, or to combine models in a coordinated orientation program.

A. Program Models (See Chart III, page 27).

1. Employment: Pre-vocational Orientation

This is the first of two models relating to employment. Because employment-related concerns are so closely related to independence, upward mobility, and self-sufficiency of refugees, adequate orientation is essential. This model addresses basic information needed to function on the job.

a. Objective:

To prepare for entry into the job market and to enhance upward mobility within the job market.

b. Participants:

Employable, currently employed, or underemployed adults and youth, of all ethnic groups.

c. Timing and Intensity:

As soon as possible after arrival; can be open entry or closed; 15-20 hours in all, 1½ hours/day, 4-5 days/week, 2-3 weeks.

d. Program Content:

Information about the American job market including employment possibilities and job search techniques, hiring procedures, job requirements and work schedules, job safety, remuneration and benefits (salary, paychecks, deductions, fringes), termination of employment, employees' attitudes toward work, American work ethic.

e. Methodology:

May be part of ESL curriculum, formal group, or individual instruction; may use guest speakers, audio-visuals, role playing and site visits; may use modules presented in cycle.

f. Personnel:

Teacher, job counselor or developer, ethnic speaker, successfully employed refugee. Instructors should all have bilingual capability, or work as a team with trained bilingual aides.

g. Setting:

May be in classroom (community college, ESL class, adult education program, school district, vocational technical school), may be on the job site or at a training site (CETA, Job Corps).

h. Outcome:

The refugee should be prepared to secure and keep a job, function appropriately on that job, and know how to advance in the job market. The ultimate outcome is self-sufficiency.

i. Special Considerations:

- This model can be tailored for youth or pre-packaged for isolated areas.
- It may be used with an inventory of personal preferences.
- A vocational counselor should be involved in the orientation.
- Evening or weekend classes work particularly well.

2. Employment: Vocational Choices

Refugees come with little knowledge of the range of employment possibilities or understanding of how their skills or potential may be used productively. This employment model introduces refugees to possible vocational choices.

a. Objective:

To provide information about available employment in a given area to assist refugees in making appropriate vocational choices.

b. Participants:

Employable adult refugees who have completed pre-vocational orientation; employed refugees desiring help for upward mobility in a vocation.

c. Timing and Intensity:

Follows in sequence, pre-vocational orientation; intensity should be responsive to the participant's specific vocational status and skills.

d. Program Content:

In-depth information about available vocational choices including the job market, nature of a particular job, its location and environment; safety conditions; language capacity, skills, and training required; tools and equipment needed; salary range and benefits; advancement possibilities; and the process of getting into a job/vocation.

e. Methodology:

May be group presentation or individual counseling. May use classroom presentation, site visits, quest speakers from a particular trade or vocation; may use slide/video tape.

f. Personnel:

Vocational counselor, bilingual staff, employer, MAA, appropriate community college or adult basic education program staff members. Instructors should have bilingual capability, or work as a team with trained bilingual aides.

g. Setting:

ESL or other classroom setting, or on the job site.

h. Outcome:

The refugee should be able to make an appropriate vocational choice because of an understanding of job requirements and an awareness of his/her skills and interests.

i. Special Considerations:

- This model works well in the context of vocational education.
- The program should focus on employment available in the area that is appropriate to the refugee's interests and skills.

3. Home Management Orientation (Living Skills)

The Home Management Orientation model is designed to meet the needs of individuals whose energies will be directed primarily

to the home or immediate community. Mothers with small children to care for, and older men and women who would not normally be entering the employment arena would benefit most from such an orientation.

a. Objective:

To increase the capacity of refugees who are homebound because of age, family or some other reason, to effectively manage their home and function independently in the community.

b. Participants:

Refugees of all ethnic backgrounds who have little or no formal education, are primarily responsible for the home maintenance, and are generally not considered employable.

c. Timing and Intensity:

Within three months after arrival in U.S., but should begin as soon as possible after family has housing, school enrollment and health needs cared for. Intensity varies with design of program. Suggested three-hour block of time including ESL instruction, 9-15 hours per week for six months to a year.

d. Program Content:

All information relating to "living skills" included under the general topics of health, safety, parenting, home maintenance, money management, environmental awareness, communication and transportation systems, community resources, community culture; all information that will increase the refugee's capacity to live independently in the community. Should include English as a Second Language training.

e. Methodology:

Telling and showing, using native language instructors; "hands on" demonstrations using actual objects and skills in actual settings; site visits, pair practice and role playing.

f. Personnel:

An American and a resettled refugee working as a team. It would be helpful if one is an ESL teacher.

g. Setting:

In the home, classrooms in the community, on-site locations such as the grocery store, post office, laundromat, and other places with which refugees should become familiar.

h. Outcome:

The refugee should be able to function effectively and independently in the home and community, with increasing mobility and self-sufficiency.

i. Special Considerations:

-Where a classroom format is used, classes should be small (maximum of 15) to allow for site visits and holding relevant activities in home settings.

-Classes must be divided according to ethnic groups.

-Problems may arise around day care and transportation. Class should begin after school-age children leave for school. Small children may attend classes, if appropriate supervision is arranged.

-This model has potential for developing cottage industry, such as sewing and making and selling other crafts.

-English as a Second Language should be included to provide for at least minimal independent functioning.

-This model could be used for clients with handicaps whose opportunities are limited.

4. Refugee Rights and Responsibilities

The Refugee Rights and Responsibilities model enlarges in a topic-intensive manner on topics covered in primary orientation. It focuses on the rights and privileges of refugees under the laws of our land, and calls attention to responsibilities that come with living in this society.

a. Objective:

To enable refugees to receive full benefit of our legal system as well as understand the consequences of actions contrary to that legal system; to encourage full responsibility for privileges inherent in our society.

b. Participants:

Refugees of all ethnic groups who have been in the U.S. at least three months. Particularly appropriate for those who have some formal education and ESL skills.

c. Timing and Intensity:

After three months; 2-3 hour blocks per week divided into modules with open exit and entry at the end of the module.

d. Program Content:

Information about: legal and civil rights including immigration law, family law, property rights, legal documents, licensing, taxes; consumer education including money management, credit, consumer protection, insurance; health system and insurance; recreational regulations (such as fishing and hunting laws) and traffic regulations.

e. Methodology:

Group presentations using quest speakers, trained bilingual personnel, bilingual materials, and audio visual materials.

f. Personnel:

American specialists, trained bilingual speakers, ESL teachers, MAA workers.

g. Setting:

Classrooms, home, language lab, MAA locations.

h. Outcome:

The refugee should have an understanding of his/her rights and responsibilities under the U.S. system, should be able to effectively deal with health and safety needs and should be able to function as an informed consumer.

5. Cultural Awareness

An orientation model on cultural awareness is designed to help persons understand cultural values, attitudes and practices that are different from their own and learn to interact more

comfortably with people from another culture. This orientation program should include refugees, sponsors and service providers. Several approaches are possible including a university course, less formal programs offered in workshops, seminars, or weekend conferences. A program taught in conjunction with an ESL class could include teachers, sponsors, and agency personnel as well as the refugees who are regular participants in the ESL class.

a. Objectives:

To promote better communication, understanding and mutual acceptance among Americans and Indochinese; to reduce conflict, lessen culture shock, and defuse community tensions; to promote more rapid adjustment to American society.

b. Participants:

Refugees, sponsors, public and private service providers, and other persons interested in the topic.

c. Timing and Intensity:

For refugees, following initial resettlement and primary orientation; for sponsors and service providers, before and after arrival of refugees.

d. Program Content:

Information on a wide range of topics that would help participants understand how what we say or do reflects our cultural background. Included would be values, nonverbal behavior, humor, work ethic, attitudes, holidays and celebrations, family systems, names and titles, concepts of time, foods and eating habits, emotions and their expression, age and sex roles, behavior of children, etc.

e. Methodology:

Lectures, demonstrations, audio-visual and printed materials, simulation, games, dialogue, social activities.

f. Personnel:

Must be led by persons sensitive to cultural differences and objective about their own culture. An ESL teacher may be appropriate. A university professor may teach this as a credit or non-credit course.

g. Setting:

Classroom, church, home, retreat center, or wherever convenient for persons involved.

h. Outcome:

Participants should better understand how different cultural values and experiences determine our practices and begin to appreciate the enlarging dimensions of intercultural experience.

i. Special Considerations:

- This model may be most effective when taught to Americans and Indochinese together.
- If taught in English, refugees in class must have at least an intermediate level of English capacity.
- Bilingual teachers should be used if refugee clients do not have sufficient English capability.

CHART III: MODELS OF SECONDARY ORIENTATION FOR REFUGEES

	PRE-VOCATIONAL	VOCATIONAL CHOICES	HOME MANAGEMENT	REFUGEE RIGHTS AND RESPONSIBILITIES	CULTURAL AWARENESS
OBJECTIVE	To prepare refugees for entry into the job market; to enhance upward mobility within the job market	To provide information about available employment in a given area	To increase the capacity of home-bound refugees to manage their home and function in the community	To assist refugees in fully understanding their rights and responsibilities under the American legal system	To promote better communication, understanding, and mutual acceptance among Americans and Indochinese
PARTICIPANTS	Employable, currently employed, or under-employed adults and youth	Employable adult refugees who have completed pre-vocational orientation; employed refugees desiring help for upward mobility	Women with small children, older persons, unemployable	Refugees who have been in the U.S. at least 3 months, especially heads of household	Refugees, sponsors, and public and private service providers
TIMING/ INTENSITY	As soon as possible after arrival, can be open entry or closed entry; 15-20 hours; 1½ hours/day, 4-5 days/week, 2-3 weeks	Follows in sequence pre-vocational orientation	As soon as family is stabilized, 3 hours a day, 3-5 days a week, 6 months to a year	Three months after arrival 2-3 hours a week	For refugees, following initial resettlement and primary orientation
PROGRAM CONTENT	Information about the American job market	In-depth information about available vocational choices	Health, safety, shopping, money management, community resources, parenting	Overview of the American legal system, individual rights, consumer education, health, safety	Cultural values, customs and attitudes; non-verbal behavior, family structure

METHOD-OLOGY	May be part of ESL curriculum; may use guest speakers, audio-visuals, role-playing and site visits	Individual or group counseling, classroom presentations, site visits, quest speakers, audio-visual materials	Guest speakers, site visits, ESL class, instruction in refugees' native language	Group presentations using guest speakers, trained bilingual personnel, audio-visual and printed (bilingual) materials	Lectures, demonstrations, audio-visual and printed materials, simulation, games, dialogue, social activities
PERSONNEL	ESL teacher, job counselor or developer, successfully employed refugee; bilingual or team instruction	Vocational counselor, employer, MAA worker, community college or adult basic education staff, bilingual or team instruction	ESL teachers, bilingual or team instruction	American legal specialists, trained bilingual speakers, ESL teachers, MAA workers	Trained teachers (ESL teacher or university professor); persons sensitive to cultural differences
SETTING	Classroom or job site	ESL or other classroom setting; job site	Home, classrooms, on-site (grocery store, post office, etc.)	Classroom, home, language lab, community center, MAA locations	Classroom, church, home, retreat center, community center
OUTCOME	Refugee should be able to secure a job, function on that job, and know how to advance in the job market	Refugee should be able to make appropriate vocational choices	Refugee should be able to function effectively and independently in the home and community	Refugee should have an understanding of the American legal system, and be able to function as an informed consumer	Participants should develop greater cross-cultural sensitivity

IV. ORIENTATION FOR SPONSORS AND SERVICE PROVIDERS

The success of the refugee resettlement program is based on the concepts of volunteerism and on partnership between the public and private sectors. Sponsors, public and private service providers, and mutual assistance associations are primary deliverers of services in refugee resettlement. As such, they need to be equipped with skills for the task of assisting refugees. Moreover, they need to be sensitive to the needs of the people they serve and to their different cultures.

The three models below are designed to enhance such cultural sensitivity in sponsors and service providers:

1. Orientation for Sponsors: American and Indochinese
2. Orientation for Public and Private Service Providers
3. Cultural Awareness for Sponsors and Service Providers

Service providers are encouraged to seek innovative ways to integrate these models into existing training programs.

A. Program Models (See Chart IV, Page 35).

1. Orientation for Sponsors: American and Indochinese

Sponsors, both American and Indochinese, have perhaps the greatest opportunity to affect the quality of refugee resettlement since, in a real sense, they establish the first link between the refugees and the community at large. It is thus very important that a model be provided for orientation of sponsors, to help equip them for all aspects of their task and help them receive full benefit of their experience.

The model described below is appropriate for both American and Indochinese sponsors, though specific program content may differ.

a. Objective:

To ensure an understanding of the role and responsibilities of sponsorship; to provide a broad overview of the resettlement process; to provide information on available resources and ensure appropriate delivery of services; to increase cross-cultural awareness.

b. Participants:

American and Indochinese sponsors of refugees.

c. Timing and Intensity:

Pre-arrival - material dealt with in a general way prior to refugee's arrival.
Post-arrival - material re-emphasized in a more intensive fashion following the initial resettlement of the refugee.

d. Program Content:

- General information about the refugee program such as funding, who is involved, legislative and legal mandates, sponsor responsibilities and rights. Refugee rights and responsibilities.

- Culture and history of various refugee groups, their exodus, their experience in the camps overseas, cultural values and habits, and specific needs in this country.

- Overview of refugee population in the community, including ethnic composition, size, geographical distribution.

- Community resources and services that assist refugees in their resettlement; and

- Specific information about the tasks of resettlement including pre-arrival preparation, reception, initial activities and appointments for health, employment and other types of services.

e. Methodology:

May use seminars, workshops, group meetings, field trips, any of which might use MAA workers or experts from the community and various professions; printed materials, including reports, newsletters, bibliographies, directories, and checklists; audio-visual materials.

f. Personnel:

Voluntary agency staff have primary responsibility but can subcontract with others to provide all or part of this orientation.

g. Setting:

May be voluntary agency office or MAA location, church, community center or home.

h. Outcome:

Sponsors should be knowledgeable about the process of resettlement, including their rights and responsibilities and the availability and location of community services; they should be able to proceed with their sponsorship task from that broadened base of information.

2. Orientation for Public and Private Service Providers

A wide range of services in the refugee resettlement program are provided by public and private service agencies in a community. The orientation model described here is designed to acquaint those working in such agencies with an overview of the resettlement process, the refugee's experience, and the resources available to help service providers in their task. Sensitive, knowledgeable people working in service agencies contribute significantly to quality resettlement.

a. Objective:

Assure understanding of the refugee program and the coordination of resettlement activities; assure appropriate service delivery and information regarding funding potential; increase potential for effective resettlement.

b. Participants:

Administrators and direct service staff of public and private service agencies.

c. Timing and Intensity:

Pre-arrival - data dealt with in general manner;
Post-arrival - data dealt with more intensively; process is ongoing.

d. Program Content:

- General information about the refugee resettlement program emphasizing the role of the voluntary agencies, including who is involved, what funding is available, and legislative and legal mandates;

- Culture and history of various refugee groups, their exodus, their experience in the camps overseas, cultural values and habits, and specific needs in this country.

- Overview of refugee population in the community, including ethnic composition, size, geographical distribution, etc.

- Community resources, including other service providers.

e. Methodology:

Group meetings, seminars and workshops; in-service training using American and Indochinese experts; printed materials (bibliographies, manuals, reports, newsletters, directories), audio-visual materials. Hot line might also be used.

f. Personnel:

Refugee resettlement consortium, forum or MAA's; or public and private agency staff members.

g. Setting:

Service provider's office, or wherever is convenient to participants.

h. Outcome:

Service providers, public agencies and mutual assistance associations should:

- have an accurate and comprehensive overview of the refugee program and the organizations and institutions involved in resettlement;

- understand their particular role in the resettlement process;

- know the various funding sources and how to apply for funding;

- have the information and cultural awareness necessary to design programs which are culturally appropriate, sensitive and accessible to refugees; and

- have received an overview of services and resources serving refugees at the community, state and federal level in order to provide effective information and referral services.

3. Cultural Awareness - Sponsors and Service Providers

This topic-intensive model is designed to motivate and develop better understanding and mutual acceptance between Americans and Indochinese (and other refugee groups). The basic model is essentially the same as the Cultural Awareness model for Secondary Orientation for Refugees.

a. Objective:

To promote better communication, understanding and mutual acceptance between Americans and Indochinese; to reduce cultural conflicts and defuse community tensions; to promote the delivery of culturally appropriate services.

b. Participants:

Sponsors, public and private service providers, refugees and other persons interested in the topic.

c. Timing and Intensity:

For sponsors and service providers, before and after arrival of refugees.

d. Program Content:

Information as a wide range of topics that helps participants understand how cultural background influences behavior. This includes the topics of values, non-verbal behavior, humor, work ethic, attitudes, holidays and celebrations, family systems, names and titles, concepts of time, foods and eating habits, emotions and their expression, age and sex roles, behavior of children.

e. Methodology:

Lectures, demonstrations, audio-visual and printed materials, simulation, games, dialogue, social activities.

f. Personnel:

Presentations should be by persons sensitive to cultural differences and objective about their own culture.

g. Setting:

Classroom, church, home, retreat center, or wherever convenient for participants.

h. Outcome:

Participants should develop a better understanding of how cultural values and experiences determine our habits, and should begin to appreciate the enlarging dimensions of intercultural experiences.

CHART IV : MODELS OF ORIENTATION FOR SPONSORS AND SERVICE PROVIDERS

	ORIENTATION FOR SPONSORS	ORIENTATION FOR SERVICE PROVIDERS	CULTURAL AWARENESS
OBJECTIVE	To provide sponsors with a better understanding of their role; to provide information on resources in the community; to increase cultural awareness	To provide service providers with information on the full range of resettlement activities; to provide information on community support systems	To promote better communication and understanding between Americans and Indochinese; to reduce cultural conflict and community tensions
PARTICIPANTS	American and Indochinese sponsors	administrators and direct service staff of public and private service agencies	sponsors and service providers, refugees, and others involved in resettlement
TIMING/ INTENSITY	Pre-arrival: general material Post-arrival: material re-emphasized more intensively	Pre-arrival: general presentation of material Post-arrival: material re-emphasized more intensively	before and after arrival of refugees
PROGRAM CONTENT	general information on resettlement; culture and history of the various refugee groups; needs of refugees in the U.S., and services in the community	general information on the resettlement program, agency roles, legislative and legal mandates; culture, history and special needs of refugee groups; local resources	cultural values, attitudes, and customs; nonverbal behavior; family systems; names and titles; age and sex roles
METHODOLOGY	seminars, workshops, group meetings, field trips; printed material (including newsletters, bibliographies, directories, checklists), audio-visual material	group meetings, seminars workshops, and in-service training using American and Indochinese instructors; printed material (manuals, directories, bibliographies), audio-visual material	lectures, demonstrations, simulation, games, dialogue, social activities; printed and audio-visual material
PERSONNEL	voluntary agency staff, MAA personnel, community people, social service professionals	refugee resettlement forum, consortium, MAA personnel, public and private agency staff	presentations should be by persons sensitive to cultural differences and objective about their own culture (could be taught by an ESL teacher, or college professor for credit)
SETTING	voluntary agency office, MAA location, church, home, community center	service provider's office, MAA location, voluntary agency office, community center	classroom, home, church, retreat center, community center
OUTCOME	sponsors should become more knowledgeable about entire resettlement process, and gain a better understanding of their role and its responsibilities	service providers should have an accurate overview of resettlement programs, be aware of community resources, and be able to provide appropriate services to refugees	sponsors and service providers should have greater cross-cultural sensitivity and appreciation of the enlarging dimensions of intercultural experiences

The Practitioner Workshop Project
Orientation Workshop

The Practitioner Workshop Project is a project of the Indochina Refugee Action Center, conducted under a grant from the Department of Health and Human Services, Office of Refugee Resettlement (HHS/ORR) (Grant #96-P-10003-3-01).

A series of seven workshops is being held. Each workshop deals with a different social service or services which can be provided Indochinese and other refugees through Department of Health and Human Services Title XX and/or Refugee Resettlement Program social services funding. The workshops are:

Orientation	- August 1980
Health-Related Services	- September 1980
Social Adjustment	- September 1980
Vocational Training and Skills Recertification	- October 1980
Employment Services	- October 1980
Outreach, Information and Referral	- November, 1980
Refugee Resettlement Service Delivery Approaches	- December 1980

The goal and objectives of these intensive workshops are to:

- develop practical models and approaches to serve as examples of effective programs and as stimulants to new, quality project development in resettlement communities;
- develop models to stimulate acceptance and to serve as a guide for state human service administrators charged with making refugee social service funding decisions;
- facilitate communication between resettlement workers regarding approaches used in other locales;

- provide input from knowledgeable local resettlement practitioners into national program operations; and
- increase the very limited body of knowledge on effective resettlement practice in very pragmatic terms -- to move forward the state-of-the-art.

Each workshop is comprised of approximately 10 service providers who are involved in delivering social services to Indochinese refugees. Each workshop is three days in length, and is directed by a lead consultant designated by project staff. The lead consultant has primary responsibility for drafting a workshop report. For each of the workshops, the report includes an introduction, with a definition of the service(s); necessary program considerations; a description of appropriate delivery settings; and various models or approaches for delivering the service(s). The report is reviewed by project staff, workshop participants and by HHS/ORR, and then distributed to major refugee resettlement information distribution sources and to resettlement practitioners.

The Orientation Workshop was held at Newport Beach, California, August 21-23, 1980. It was led by Ellen Erickson, who is Director of Refugee Resettlement for Lutheran Social Services of Minnesota and is the Lutheran Immigration and Refugee Services Regional Consultant for Minnesota. The workshop was attended by eighteen participants, each of whom is intimately involved in the orientation of Indochinese refugees, sponsors and/or service providers. The names of the participants are attached.

Implementation Phase

This second six-month phase of the project will implement the practical models of service delivery developed in the workshops. Short-term, on-site assistance will be available to local resettlement practitioners who express a need for assistance in the program development areas covered in the workshops. Practitioners involved in the workshop phase will be linked with communities requesting implementation support.

The objectives of this implementation phase are to:

1. stimulate the development of effective refugee services in areas where services are either inadequate or non-existent;

2. encourage coordination among service programs, particularly in high-impact areas; and

3. assist specific groups (MAA's, voluntary agencies, and other local service providers) in enhancing their capacity to provide services to refugees.

The implementation phase of the project will be directed by a coordinator. The coordinator will assist specific agencies and/or communities who indicate a need of program development by matching them with experienced local resettlement practitioners identified through the workshop process. These practitioners will provide on-site technical assistance in a number of communities around the country. Services provided on-site may include the following:

a. identification of the delivery model(s) appropriate to the agency/community and its specific needs

b. development of service delivery plans, including specific modifications and implementation concerns

c. follow-up assessment and evaluation.

PRACTITIONER WORKSHOP PROJECT

ORIENTATION WORKSHOP PARTICIPANTS

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CHART V: ORIENTATION PROGRAM APPROACHES OF THE WORKSHOP PARTICIPANTS				
Program/Workshop Participants	Primary Orientation for Refugees	Secondary Orientation for Refugees	Orientation for Sponsors and Service Providers	Special Focus/ Comments
Catholic Immigration and Resettlement Agencies - Santa Ana, California (Mary Beltran, Le Tran)	Multi-agency	Pre-vocational orientation Home management	Orientation for Indochinese sponsors (group) Orientation for service providers (on request)	Special focus is on employment, orientation to the world of work
Indochinese Service Center - San Diego, California (Kathy Do)	Coalition-coordinated general refugee orientation; In-home orientation	Home management	Orientation for American sponsors (on request) Cultural awareness training for agencies	Provides orientation using weekly radio broadcasts and monthly newsletters
International Institute - San Francisco, California (Audrey Doughty)	Arrival orientation Single agency/sponsor orientation In-home orientation	Home management Refugee rights and responsibilities	Orientation for service providers (projected)	Developed a 20 minute video tape for arrival orientation
Lutheran Social Services of Minnesota (Ellen Erickson)	Arrival orientation Single agency/sponsor orientation	Cultural awareness	Orientation for Indochinese and American sponsors Orientation for service providers (on request)	Producing slides for arrival orientation

Program/Workshop Participants	Primary Orientation for Refugees	Secondary Orientation for Refugees	Orientation for Sponsors and Service Providers	Comments
Lao Family Community - Santa Ana, California (Priscilla Ollier, Xeu Vang Vangyi)	Cooperative orientation program with Catholic Immigration and Resettlement Agencies	Pre-vocational and vocational orientation Home management (living skills) Refugee rights and responsibilities Cultural awareness		Other secondary orientation topics: health, nutrition, birth control, money management, consumer awareness
Indochinese Refugee Program Y.M.C.A. - Houston, Texas (James Reed)	Welcome Center			Provides accommodations for newly-arrived refugees for a period of 30 days
United Cambodian Community - Long Beach, California (Thach Suon)	Newcomer orientation	Pre-employment orientation		
Immigrant Service League Indochina Project Travelers Aid Society - Chicago, Illinois (Steve Voss)	Multi-agency/coalition orientation In-home orientation	Pre-vocational and vocational orientation Home management	Orientation for Indochinese and American Sponsors Orientation for service providers Cultural awareness	
Indochinese Cultural and Service Center - Portland, Oregon (Christa Wagner)	Welcome House	Cultural skills for women (combined with ESL instruction) Cultural awareness	Cultural awareness for sponsors and service providers	Developed and/or translated a variety of health-related materials

Program/Workshop Participants	Primary Orientation for Refugees	Secondary Orientation for Refugees	Orientation for Sponsors and Service Providers	Comments
Indochinese Refugee Agency - South Carolina Dept. of Social Services (Duc Buu Huynh)	Arrival orientation In-home orientation	Home-management	Orientation, cultural awareness for sponsors (primarily American) Orientation for service providers (on request)	Monthly comprehensive newsletter
Indochinese American Resettlement and Job Program Washington Assoc. of Churches -Seattle, Washington (Sally Mackey)	Arrival orientation Multi-agency/coalition orientation	Pre-vocational and vocational orientation	Orientation for sponsors	Strong emphasis on sponsor networking
St. Anselm's Immigrant and Refugee Community Center - Garden Grove, California (Dr. Duc Nguyen)	Orientation provided through Orange County Forum		Orientation for Indochinese sponsors Cultural awareness	
Indochinese Program - Chemeketa Community College - Salem, Oregon (Hung Nguyen)	Arrival orientation Single agency/sponsor orientation ESL center orientation	Pre-vocational and vocational orientation Home management		Main focus is on ESL center orientation